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ABSTRACT

Conducted under the auspices of the City of Los Angeles, East/Northeast Model Cities Program, and the cooperation of the Los Angeles Unified School District and Occidental College, this report covers the testing of 158 participants (principals, coordinators, and teachers from East Los Angeles elementary schools) in a program of in-service education titled "The Mexican American in the Schools." The objective of the research was to change teacher perceptions and behavior with respect to Mexican American students. The methodology utilized included a multimedia approach, instructor lectures, a simulation game, and home and community visits. A special inventory of beliefs was devised to discover the perceptions that educational personnel in East Los Angeles have about the nature and incidence of problems encountered by Mexican Americans on the east side. As measured by the pretest and posttest inventories, it was concluded that changes in perception were small but did move consistently in a positive direction. Some recommendations for course improvement were that the specifics of the conflict between middle class American values and Mexican values should be identified and taught, and that specific values in the Mexican educational tradition and the ways in which American schools can relate to those values should be taught. The inventory of beliefs is included in the appendix. (HBC)

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HISPANIC URBAN CENTER

EVALUATION REPORT

PROGRAM OF IN-SERVICE EDUCATION FOR TEACHERS

JULY 10, 1972

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EVALUATION REPORT

PROGRAM OF IN-SERVICE EDUCATION FOR TEACHERS

This Report covers testing of participants in a program of In-service Education titled "The Mexican American in the Schools." The Program was conducted under the auspices of The City of Los Angeles, East/Northeast Model Cities Program, and the cooperation of the Los Angeles Unified School District and Occidental College, with the participation of the Administration and Staff of 12 Elementary Schools in East Los Angeles. This Report was prepared under the direction of Dr. Richard Piper.

July 10, 1972

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INTRODUCTION

Data recently published by the Los Angeles Unified School District clearly show that children in schools with large minority enrollment (over 75%) are far behind their Anglo peers in reading achievement. Many reasons have been advanced for this deficit: ineffective instructional systems, children's lack of proficiency in English, negative or neutral home influences, and others. Recent evidence seems to indicate that teachers also contribute to the deficit. They do so unwittingly through their low expectations of minority children. They may also do so through behavior which conflicts with the child's home culture and language.

PROBLEM

The problem which the Hispanic Urban Center confronted was how to change teacher perceptions and behavior with respect to Mexican American students.

METHODS

The Center adopted an educational strategy. A multimedia approach was used including tape recordings, movies, and video recordings. Also utilized were instructor lectures,

a simulation game, and home and community visits. In some cases the instructional intent was to inform, in others to shock. Underlying the approach was a strong belief that behavior will change only as new perceptions and a new outlook are acquired.

SAMPLE AND DESIGN

The participants in the three semester-unit seminar were 158 principals, coordinators and teachers from East Los Angeles elementary schools. Most of them were non-Mexican American. The participants were divided into eight seminars of approximately 20 people. Each group met once a week for 15 weeks. A test was administered to each learner at the beginning and at the end of the course.

There was no control group. The fact that the design of the programs did not allow for control of extraneous variables that might influence pretest and posttest differences makes interpretation of the results difficult. A conservative approach to interpretation of data will therefore be taken. The importance of this program at its initial stage must be seen as much in what was learned about how to organize and evaluate this kind of course, as in changes that may have occurred in the learners.

MEASURING INSTRUMENT

A specially devised inventory of beliefs was used for both the pretest and the posttest. The purpose of the inventory was to discover the perceptions that educational personnel in East Los Angeles have about the nature and incidence of problems encountered by Mexican Americans on the Eastside.

Inventory items consisted of statements about problems which public school administrators believe are experienced by Mexican Americans in East Los Angeles. Categories of response were designed to allow respondents to indicate how widespread they believe a given problem is. There were five categories which specified a frequency band in terms of percentage (0-20%, 21-40%, 41-60%, 61-80%, 81-100%). A sixth category, "don't know"; allowed the respondents who lacked relevant experience or who felt threatened by an item to avoid making a quantitative response. The choice of five major response categories corresponds to recommendations for constructing Likert-type instruments. The sixth category was allowed because of the socially sensitive nature of the inventory content even though such a category is contrary to the usual recommendations. A copy of the inventory is included in the Appendix.

The discussion of results for the pretest and posttest will be presented in the form of item analyses. The key to the inventory items by subject categories is contained in Table 1. Items will be treated by subject categories rather than in the order they appeared on the test. Results for pretest and posttest items in numerical order form Table 2. Parameters to be discussed are group modes and shape of the distributions.

TABLE 1

DISTRIBUTION OF ITEMS OVER PROBLEM AREAS

I. EDUCATION PROBLEMS

A. School Related
   1. Services (63)
   2. Curriculum (44, 58)
   3. Teachers (10, 17, 18, 26, 43, 48, 60, 62)

B. Learner Related Problems
   1. Symptoms
      a. dropout (8, 23, 51)
      b. achievement (30)
   2. Causes
      a. alienation (6)
      b. health (27)
      c. entry skills (57)
      d. language (50)
      e. self-discipline (52)

C. Home Related Problems
   1. Educational Status of Parents
      a. preparation (39, 42)
      b. attitudes (55, 35, 36)
   2. Study Environment (46, 21)
   3. Parents Moral Support of Child (5,40,56,4,37,28,41)

II. FAMILY PROBLEMS

A. Acculturation (29)
B. Language (3)
C. Poverty (12, 32, 38, 53, 54)
D. Family Management and Organization (13,19,24,59,64)

III. UNDEREMPLOYMENT

A. Causes in the Mexican American (7,9,11,14,31,33,34,47)
B. Causes in the Employer (22, 45)

IV. COMMUNITY SERVICES

A. Politics (49)
B. Recreation (1)
C. Guidance (2)
D. Health (15, 61)
E. Law Enforcement (16, 20, 25)

TABLE 2

PERCENTAGE* OF RESPONSE PER CATEGORY FOR EACH ITEM ON PRETEST AND POSTTEST

	CATEGORIES OF RESPONSE											
	1		2		3		4		5		6	
ITEM	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	26	32	24	26	17	21	11	6	11	10	8	6
2	40	37	33	27	13	15	1	9	4	8	8	4
3	27	23	45	44	15	30	11	1	1	1	1	2
4	54	50	33	37	6	10	2	1	0	0	5	3
5	58	45	32	42	7	9	0	1	0	0	2	3
6	34	32	26	23	17	24	11	15	6	4	6	2
7	15	21	26	28	26	29	18	10	13	8	2	4
8	16	15	30	36	23	19	15	17	11	8	5	4
9	8	8	17	23	28	35	25	20	20	10	2	3
10	15	16	22	19	26	30	19	17	16	14	1	4
11	7	9	25	25	31	37	21	17	13	10	2	3
12	15	22	39	42	24	18	14	11	5	3	2	3
13	22	27	26	33	25	24	15	8	9	5	2	3
14	11	18	26	26	25	24	18	17	12	9	7	7
15	29	29	26	26	10	19	8	6	18	11	9	9
16	3	10	18	21	16	22	23	27	29	18	9	3
17	2	5	6	4	13	10	15	18	58	61	5	3
18	57	50	27	35	10	7	1	4	2	2	2	2
19	75	71	15	12	7	8	2	3	1	2	1	5
20	33	35	25	21	11	13	7	10	7	7	17	15
21	12	6	19	24	18	17	24	30	24	22	2	3
22	12	15	18	17	26	29	24	22	11	9	8	9
23	12	13	24	27	24	30	24	17	10	9	6	4
24	20	10	31	26	24	30	15	22	7	10	2	3
25	33	45	33	24	11	13	6	4	0	0	16	13
26	11	15	20	16	33	29	19	24	10	11	7	5
27	34	42	39	35	22	16	5	3	2	1	1	3
28	20	24	28	35	22	21	14	11	5	4	11	6
29	5	8	11	7	14	17	24	20	40	43	5	4
30	7	4	7	10	11	16	24	29	47	38	2	3
31	11	9	19	20	31	33	24	26	15	9	1	3
32	8	8	20	22	26	28	24	27	16	10	4	6

* Because of errors of rounding, not all rows sum to exactly 100%.

T A B L E 2
(Continued)

PAGE 2

ITEM	CATEGORIES OF RESPONSE											
	1		2		3		4		5		6	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
33	6	2	11	23	27	28	32	27	23	18	1	3
34	20	25	22	29	24	18	20	15	11	7	3	6
35	38	32	35	41	15	16	2	3	3	2	6	6
36	7	5	20	11	31	32	25	31	15	17	1	3
37	9	5	28	21	33	38	15	26	10	8	5	2
38	3	4	12	9	16	24	32	33	32	26	3	4
39	18	24	11	20	13	14	21	20	27	15	10	7
40	50	43	32	34	10	15	2	4	1	1	4	3
41	25	31	31	36	25	16	15	11	3	6	0	1
42	10	20	28	26	24	16	22	22	15	7	2	1
43	24	36	32	24	20	15	15	17	5	6	3	3
44	37	39	34	30	24	20	2	5	2	0	0	4
45	13	12	17	17	30	30	21	21	13	13	6	7
46	42	41	36	41	15	14	1	0	1	1	4	3
47	6	10	20	15	15	17	21	26	29	26	10	5
48	20	20	26	29	33	31	11	16	2	3	7	2
49	20	13	15	26	25	27	11	13	20	14	8	7
50	22	24	35	31	23	30	12	12	6	3	2	1
51	2	4	20	24	33	30	22	29	13	10	9	2
52	29	30	28	33	21	17	11	8	3	2	7	10
53	24	29	20	26	24	17	19	15	9	8	4	4
54	6	6	12	21	21	18	37	27	21	24	2	3
55	46	44	23	28	15	18	7	4	3	2	4	3
56	37	36	27	25	12	16	13	8	9	10	2	3
57	15	19	15	24	20	16	25	23	20	14	3	4
58	19	21	20	17	21	22	24	22	10	10	6	7
59	26	23	30	32	28	29	11	10	2	1	4	4
60	21	17	22	19	19	25	17	17	18	13	2	8
61	27	25	28	21	17	22	13	15	7	10	7	6
62	17	11	20	28	18	20	17	22	23	16	4	3
63	8	6	5	9	15	13	16	19	30	40	25	13
64	15	10	19	10	35	32	16	31	5	10	10	6

EDUCATION PROBLEMS

In this section, items can be subdivided by whether beliefs relate to factors in the school, factors in the learner, or factors in the home.

A. School Related

1. Services

One item (63) relates to school services. The item reads, "Counseling for Mexican Americans at the high school level is inadequate." This item drew the most "don't know" responses of any item on the pretest. This seems to reflect the elementary school orientation of the respondents. Many probably do not know what occurs in East Los Angeles high schools. The modal value for this item on both the pretest and the posttest was 81-100%. In other words, for those who think they know the situation, the tendency is to believe that counseling at the high school level is inadequate for most Mexican American students. It should be noted that there was a substantial shift away from the "don't know" category on the posttest. The belief that counseling is inadequate for most Chicano students is shared by more people after instruction than before.

2. Curriculum

Two items (44, 58) dealt with curriculum. The first of these reads, "The curriculum for the Mexican American child is relevant to his personal life and background." The modal value on both the pretest and posttest was 0-20%. Teachers believe that the curriculum is relevant for relatively few Mexican American students. It would be interesting to find out what they think should be done to make the curriculum relevant.

The other item related to curriculum states, "Mexican American children lose interest in school because there isn't enough for them to identify with." Responses to this item showed no clearcut consensus. Response category selections ranged rather evenly over all possible values. Considering the shape of the total curve, the mode 61-80%, is relatively meaningless. This is a strange result when it is considered in the light of results for item 44. On the one hand the teachers are nearly unanimous in agreeing the curriculum is irrelevant for the Mexican American child. But they do not concur in believing that the lack of relevance (material with which to identify) is not a significant cause of the children's disin-

terest. It may be that the fault is ambiguity in item 58.

3. Teachers

Eight items (10, 17, 18, 26, 43, 48, 60, and 62) deal with the teacher factor. Two of these deal with teacher skill in instructing Mexican American students. Item 8 states, "East Los Angeles school personnel understand and speak Spanish well." Teachers overwhelmingly selected the 0-20% category both pre and post. Item 43 states, "East Los Angeles school personnel have the skills they need to deal adequately with the Mexican American child." The modal value on the pretest was 21-40%. The the posttest, the modal value moved to 0-20%. In both items the respondents judged that there were relatively few teachers with the necessary skills. The instructional program seems to have convinced some respondents that the teacher skills deficit is more serious than they had originally judged.

When it comes to evaluating the kind of teaching turned in by East Los Angeles teachers, the respondents tend to rate them more highly than might be ex-

pected considering their own admission that they lack the requisite skills for doing the job. This conclusion follows from results for item 26: "Teachers in East Los Angeles do a good job of instructing Mexican American students." The modal value on both the pretest and posttest was 41-60%. In both cases the curve tails off evenly to each extreme. The course of instruction seems to have resulted in increased variability and lesser kurtosis. Respondents believe that teachers do a good job with at least half of their Mexican American students. This implies conversely that respondents believe that there is a substantial number of students who are not receiving good instruction.

A similar pattern of response holds for item 48: "East Los Angeles teachers think that Mexican American children are good learners." Both pre and post the modal value is 41-60%. The left tail has a substantially higher frequency than the right. This seems to mean that the respondents believe that half or less of the teaching force in East Los Angeles thinks of Mexican American children as good learners. This is significant in the light of recent evidence regarding the detrimental effect of low

teacher expectations on pupil performance.

Additionally, it should be noted that on the posttest a number of respondents deserted the "don't know" category and marked responses in the quantitative categories. There is a corresponding increase in the number of persons estimating the incidence of the problem in the 61-80% and 81-100% categories. Response patterns on items 60 and 62 were interesting. Item 60 reads: "The schools demand less of the Mexican American child than he is actually capable of producing." Item 62 reads: "The schools fail to inspire and encourage the Mexican American child to shoot for goals equal to his abilities." In both items on the pretest the curve is so flat it would be meaningless to select a mode. Teachers are highly divided on these items. However, modes clearly appear on the posttest. There is a tendency toward greater agreement. The modal value for item 60 on the posttest is 41-60%. This seems to imply that in half or more of the cases, respondents believe that teachers do not make demands on students equal to their abilities. The modal value for item

62 is 21-40%. This seems to indicate that respondents believe that schools adequately inspire students to shoot for goals equal to their abilities in substantially more than half the cases. This appears contradictory with documented evidence about dropout rates and college graduation rates for Mexican Americans. Assuming that intelligence is normally distributed in the Mexican American population, there is a wide discrepancy between achievement and potential for most Mexican American children. Item 10 deals with possible cultural conflict: "The achievement problem for the Mexican American child lies in the conflict between his 'Mexican' values and the middle class values of his Anglo teacher." In both the pretest and the posttest the modal value was 41-60%. Respondents apparently feel that such a conflict occurs in a substantial number of cases and that it does tend to inhibit achievement in the child. Since this is widely believed both by large numbers of Mexican Americans as well as teachers, it would be useful to further explore the nature of the con-

flict and precisely how it affects achievement.

The last item dealing with the teacher factor is number 17: "Praise, not reprimand, should be used in dealing with the Mexican American child." Response was predictable. The modal value was 81-100%. Practically the whole distribution was concentrated at the upper end of the scale.

Summarizing the data related to teacher factors we find that respondents tend to agree that teachers in East Los Angeles lack some of the skills requisite for dealing with Mexican American children. They believe that in a substantial number of cases there is a cultural conflict between Mexican American students and their Anglo teachers and that this conflict results in lowered achievement. They believe that a substantial number of teachers do not think of Mexican American children as good learners. It follows that they also believe that in a substantial number of cases teachers do not do a good job of instructing Mexican American students.

In one area the respondents do not agree with one another. They do not agree about whether the schools demand or inspire the children to produce

as much as they are capable of producing. Additionally it may be noted that there were some changes between the pretest and the posttest which may be attributed to the instructional program. There was a growing tendency to see counseling for the Mexican American student at the secondary level as being inadequate. There was a growing recognition of the deficiency in special teacher skills which are requisite for teaching Chicano children.

B. Learner Related Problems

Several items in the inventory relate to the learner. Some items deal with symptoms: low average achievement and dropout. Other items deal with presumed causes: health, bitterness and alienation, language, self-discipline, and entry skills.

1. Symptoms

a. Dropout

Dropping out is a clear symptom of an educational malady. Two items (8, 23) ask the respondents to speculate about the reasons for dropping out. One states: "Mexican American youth assume they won't get jobs even if they have a diploma so, why finish

school?" The mode is 21-40%. The other item states: "Mexican American youth drop out of school to help support their families." The distribution on the pretest was trimodal centering equally on 21-40%, 41-60%, and 61-80%. On the posttest opinion tended to shift to lower estimates with the mode at 41-60%. Respondents seem to feel that both job expectations and family financial status are significant factors in dropout cases. One item (51) asks the respondents to estimate the size of the dropout rate: "Mexican American teenagers drop out of school." The modal value on both tests was 41-60%. The distributions tend to be clustered closely around this value.

b. Achievement

Item 30 states: "The achievement of Mexican American children tends to be below national grade level norms." On both the pretest and posttest the modal value is 81-100%. The curve is negatively skewed. Teachers are in agreement that the low level of achievement is widely spread throughout the population of

the Mexican American children. The drop in the kurtosis on the posttest indicates a drop from the pretest in the amount of agreement about just how widespread the problem is.

2. Causes

Several items deal with factors in the child which may pre-dispose him to poor achievement.

a. Alienation

Item 6 states: "Bitterness and alienation inhibit the school achievement of Mexican American elementary school children." The modal value on both tests was 0-20%. However, after the instructional program, respondents tended to see this as occurring with greater frequency than they had originally estimated.

b. Health

A second item (27) reads: "Mexican American children do poorly in school because they are in poor health." The mode was centered on 21-40% for the pretest and 0-20% for the posttest. There was a systematic tendency for the respondents after instruction to see this problem occur with less frequency.

c. Entry Skills

Another item (57) states: "Mexican American children do not have the skills prerequisite to learning when they enter kindergarten and first grade." On the pretest the mode was centered on 61-80%. On the posttest it was on 21-40%. While recognized as a serious problem both times, it was seen as less serious after the respondents had received the instructional program.

d. Language

Language is often mentioned as a factor in achievement. One item (50) states: "Mexican American children do not speak nor understand English well." On both the pretest and the posttest the mode was centered on 21-40%. Inspection of the frequency curve shows that following instruction this problem was seen as having a slightly higher frequency than before.

e. Self-Discipline

Another item (52) says: "Mexican American children aren't with it when it comes to

minding the teacher, learning the times tables, and going to college." The mode on the pretest fell at 0-20%. On the posttest it fell at 21-40%. In spite of the perjorative nature of the item respondents were willing to say that this holds in a substantial number of cases.

Summarizing data related to factors in the learner, the respondents demonstrate keen awareness of the dimension of the dropout and achievement problems. They do not believe that bitterness and alienation do much to influence the achievement of younger children. Poor health is seen as having bad effects in a relatively small number of cases. A stronger contributing factor in poor achievement is lack of requisite English language skills. Respondents believe that a very large proportion of Mexican American children enter school without the prerequisite entry skills.

The following changes between pretest and posttest may be a result of the instructional program. There was a growing tendency to see the young Mexican American child as struggling with the problem of alienation and bitterness. Estimates of the frequency with which poor health inhibits achievement were revised

downward. There was a tendency to see more children entering kindergarten and first grade with skills prerequisite to successful mastery of school learning tasks. Finally, estimates of the frequency with which English language problems interfere with school achievement were revised downward.

C. Home Related Problems

1. Educational Status of Parents

Educators in East Los Angeles believe that part of the Mexican American's problems at school relate to his home background.

a. Preparation

One of the critical factors is the educational status of the parents. One item (39) states: "There is an absence of educational tradition in Mexican families coming from rural Mexico." On the pretest the mode was 81-100%. On the posttest it shifted to 0-20%, exactly at opposite ends of the scale. <u>This points to a substantial shift after instruction in the direction of greater respect for the kind of educational tradition which the child brings to school with him</u>. Item 42 deals with the ability of Mexi-

can American parents to help their children with school work: "Mexican American parents lack sufficient educational background to help their children with school work." The modal value on the pretest was 21-40%. Most of the distribution stretched above that point. Thus 90 percent of the respondents believed that 20 percent or more of parents are unable to help. On the posttest there was a substantial shift toward 0-20%. While the mode remained the same, the general shape of the curve changed. Following instruction, several people indicated a growing confidence in parents' competency in helping with their children's education. Most respondents, however, persist in believing that a very high proportion of parents are unable to help.

b. Attitudes

Though respondents tend to believe that parents' educational background is meager, they think that parents value education. Item 55 reads: "Mexican American parents see little value in education." The mode fell at 0-20% for both pretest and posttest. The distribution tails off rapidly from there. Two items (35 and 36) deal with level of aspiration. Item 35 states: "Mexican American parents have a

high level of aspiration for their own personal education." The mode for the pretest fell at 0-20% and for the posttest at 21-40%. This modest change is consistent with other evidence to support the hypothesis that the course of instruction moved some of the learners toward a higher view of the Mexican parent as a person who values education and who can make positive contributions to the child's education. On the other hand, it should be noted that the overall shape of the distribution indicates that respondents believe that relatively few parents have high aspirations for their own education.

The picture is different when it comes to parents' level of aspiration for their children's education. Item 36 says: "Mexican American parents have a high level of aspiration for their children's education." The mode for both pretest and posttest fell at 41-60%. Thus respondents believe that a very substantial portion of parents do have such aspirations. Furthermore, the shape of the curve shows that following instruction several respondents revised their estimates of the numbers of such parents upward, again indicating a small but

favorable shift perhaps as a result of the instructional program.

2. Study Environment

Item 46 deals with study environments at home. It reads: "Mexican American parents provide an adequate study environment at home." The mode on the pretest fell at 0-20%. The distribution on the posttest was bimodal, falling at 0-20% and 21-40%. Inspection of the curve shows that this is not an important change and that in general, respondents feel that it is relatively rare that children have a good study atmosphere at home. The reason for this feeling is perhaps given by item 21 where respondents indicate their belief that the typical Mexican American home is too small to provide a good place for doing homework.

3. Parents' Moral Support of Child

The next set of items has to do with the frequency with which Mexican American parents take specific actions on behalf of their children's education (5, 40, 56, 4, 37, 28 and 41).

Item 5 deals with the frequency with which Mexican American parents read to their young offspring. Teachers

believe this is atypical. The mode on the pretest fell at 0-20%. Ninety-five percent of the respondents believed this happens in 40 percent or fewer of all cases. The location of the mode remained the same on the posttest but a substantial number of respondents had shifted to the 21-40% category, another evidence of improved respect for the overall educational role of the Mexican American family after taking the course.

Reading to children probably contributes positively to development of language skills. Taking children to the library probably does the same. Item 40 says: "Mexican American parents take their children to the public library." On both the pretest and posttest the mode fell at 0-20%. This indicates that on the average respondents think such parental behavior is relatively rare. However, as noted several times earlier, a shift in the shape of the distribution in the direction of higher estimates indicates a trend toward viewing the Mexican American family as a positive force in the education of children.

Do parents of Mexican American children come to school to find out about their children's school progress? The mode on both tests fell at 21-40%. Respondents believe this happens in less than 40 percent of the cases. Absence and tardiness are seen as serious problems by East Los Angeles personnel. Item 56 dealt with the degree to which parents contribute to the problem through negligence: "Mexican American parents are careless about their children's attendance at and promptness in arriving at school." The mode and general shape of the distribution remained stable from pretest to posttest. About 60 percent of the respondents feel this holds in less than 40 percent of all cases.

What about the motivational function of families with respect to the children's attendance at college? Respondents believe this differs between boys and girls. Item 4 says, "Mexican American parents encourage their daughters to go to college." Item 37 is identical, except it deals with sons. The mode for daughters fell at 0-20% on both pretest and posttest. For sons both modes

fell at 41-60%. Respondents believe that college education for sons is valued more highly than college education for daughters. On both items 4 and 37 there was a tendency to revise the estimates upward on the posttest. This tendency is most pronounced for item 37. This again argues for a positive effect of the Hispanic Urban Center instructional program in the direction of causing respondents to view the educational role of the Mexican American home in a more favorable light.

A final item (28) in this area deals with parental control over behavior of teenage children with respect to school attendance. It reads: "Mexican American children are unable to make their teenage children go to school." In both cases the mode fell at 21-40%, indicating that respondents feel this is true in 40 percent or less of all cases. The distribution shows that respondents felt after receiving instruction that parents were slightly more in control of the situation than they had originally believed.

We can summarize respondents' beliefs about the educational influence of the Mexican American home in a few sentences. The summary is based on average values as reflected by item modes. Thus they do not represent the views of 100 percent of the respondents.

Mexican American parents are seen as not doing some of the things which favor a child's language development. They tend not to read to them nor to take them to the library. They tend not to have the skills requisite to helping their children with homework. They tend not to have high aspirations for their own dducation. For all their personal educational deficiencies, they have relatively high aspirations for their children. Their aspirations are higher for their sons than for their daughters. In spite of this they are unlikely to come to school to find out about their children.s progress in school. They tend not, probably for economic reasons, to provide a good study environment at home.

Certain changes in belief occurred between the pretest and the posttest. It may be that these changes

can be attributed to the course of instruction. First, there was a growing tendency to see the Mexican-born parent as having an educational tradition. It follows that there would also be a growing tendency to see the Mexican parent as able to help in the education of his children. There was an increasing tendency to see the Mexican parent as one who values education, especially for his children.

OTHER PROBLEMS

The test was designed to examine beliefs of respondents with respect to several problem areas. Since this report has been designed to examine only educational issues in detail, the reader is invited to continue examination of other problems using the key in Table 1 and the data in Table 2.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation of a course such as the one offered by the Hispanic Urban Center can be directed toward answering two questions: (1) How have we done with respect to helping the students achieve the course objectives? (2) How can we improve the course structure and content so as to make it a more effective instrument for achieving the objectives?

The present evaluation report sheds light on both these questions.

With respect to the first question, we have noticed that the learners did in fact move in the expected direction. Though pretest to posttest movements were "small," they were consistently in the same direction. The word "small," is used in quotes because when one speaks of changes in beliefs it is never a truly small phenomenon. At the same time we cannot permit ourselves to be complacent about this. We must reach for larger changes. The critical nature of education for Mexican American children demands this.

With respect to the second question, the date reported here together with staff observational data will help us to modify and improve the course. Recommendations for course improvement follow:

1. Interpret the present general set of objectives in terms that will permit more objective evaluation.
2. Develop a more valid set of evaluation techniques.
3. Develop and teach a set of criteria for curriculum developers that will guarantee relevance of curriculum to the Mexican American child.

4. Identify and teach those teacher behaviors which are facilitative of achievement in Mexican American children.
5. Identify and teach the specifics of the conflict between middle class American values and Mexican values.
6. Identify specific values in the Mexican educational tradition and the ways in which American schools can relate to those values.

FURTHER WORK

Work on the course of study is continuing in the following areas: (1) sub-group analysis, (2) test validation, (3) test revision, and (4) course revision.

With respect to the first, sub-group analysis, we have been interested in determining whether there is a core of persons among teachers whose beliefs with respect to Mexican Americans are persistent over time. Almost any item on the test could be responded to in a way which would illustrate a highly negative belief. What we do not know is whether given individuals did this consistently from item to item. If any did, this will show up in the sub-group analysis. Consistency in responding across a sample of critical items will be

taken as an indication of an unbending belief structure.

Test validation can be carried out in many ways. We have chosen to use the empirical method of reference groups. The first sample of persons to respond to the test were largely Anglo. We are now administering the same test to a sample of persons who are all Mexican American. They can be expected to respond to items in a "positive" way. If a comparison of the patterns of response between the two samples indicates substantial differences, we will assume that the test is tapping important belief structures.

The test contains some items which do not fit in the test format well. Others are ambiguous. Test revision should help to correct the most glaring weaknesses.

APPENDIX 1

The following pages contain the 64 items in the Inventory of Beliefs administered to participants before and after taking the course. The instructions to teachers are given below:

Please do not write anything until you have read all the instructions.

(Pass out the inventories)

Recently a group of East Los Angeles school administrators were asked to write about what they felt to be the major problems on the Eastside. From their writings we chose 64 statements dealing with problems that they perceived. You will notice that the statements deal with people who live and work in East Los Angeles; parents, children, teachers, employers, etc. Some of the statements deal with community services. You are asked to estimate the percentage of times that a given statement holds true. You do this by circling on the numbers 1-5. For example, if in your judgment the statement holds true between zero and 20% of the time, circle the number 1, etc.

This is not a test for you. It is a test for us. You will see it again at the end of the course. The comparison will help to tell us how well we did in reaching our goals. Please do not sign your name. We are interested only in information for your group as a whole.

You may begin.

	Percent of times or cases that this will occur					
	0-20%	21-40%	41-60%	61-80%	81-100%	"don't know"
1. A Mexican American youth will find a youth-oriented recreation facility within 1/2 mile of his home.	1	2	3	4	5	6
2. Guidance services are within easy reach of East Los Angeles families.	1	2	3	4	5	6
3. Mexican American parents understand and speak English well.	1	2	3	4	5	6
4. Mexican American parents encourage their <u>daughters</u> to go to college.	1	2	3	4	5	6
5. Mexican American parents frequently read to their young children.	1	2	3	4	5	6
6. Bitterness and alienation inhibit the school achievement of Mexican American elementary school children.	1	2	3	4	5	6
7. Mexican Americans lose out on good job opportunities because they don't know how to look for them.	1	2	3	4	5	6
8. Mexican American youth assume they won't get jobs even if they have a diploma, so why finish school?	1	2	3	4	5	6
9. One drawback to a Mexican American's employability is his inability to read well.	1	2	3	4	5	6
10. The achievement problem for the Mexican American child lies in the conflict between his "Mexican" values and the middle class values of his Anglo teacher.	1	2	3	4	5	6

11. Mexican Americans miss getting jobs they could handle because they do not handle the English language well enough.	1	2	3	4	5	6
12. Mexican American families don't have enough money to care for the bare necessities.	1	2	3	4	5	6
13. Mexican American mothers lack the knowledge they need to provide their families with balanced nutrition.	1	2	3	4	5	6
14. Mexican Americans are timid about seeking jobs.	1	2	3	4	5	6
15. Medical and dental services are available to East Los Angeles families at prices they can afford.	1	2	3	4	5	6
16. There is a lack of understanding between Eastside residents and law enforcement officers.	1	2	3	4	5	6
17. Praise, not reprimand, should be used in dealing with the Mexican American child.	1	2	3	4	5	6
18. East Los Angeles school personnel understand and speak Spanish well.	1	2	3	4	5	6
19. Spiritual training is absent in Mexican American homes.	1	2	3	4	5	6
20. Law enforcement officers assigned to East Los Angeles are trained in the unique problems of the area.	1	2	3	4	5	6
21. The Mexican American home is too small and crowded to provide a good spot for doing homework.	1	2	3	4	5	6
22. Employers are prejudice against hiring Mexican Americans.	1	2	3	4	5	6
23. Mexican American youth drop out of school to help support the family.	1	2	3	4	5	6
24. Mexican American parents know many of the simple rules which promote good health.	1	2	3	4	5	6

25. Mexican Americans are employed by East Los Angeles law enforcement agencies.	1	2	3	4	5	6
26. Teachers in East Los Angeles do a good job of instructing Mexican American students.	1	2	3	4	5	6
27. Mexican American children do poorly in school because they are in poor health.	1	2	3	4	5	6
28. Mexican American parents are unable to make their teenage children go to school.	1	2	3	4	5	6
29. Rural-oriented Mexican Americans suffer cultural shock as they enter U.S. urban society.	1	2	3	4	5	6
30. The achievement of Mexican American children tends to be below national grade level norms.	1	2	3	4	5	6
31. Mexican Americans lack the skills they need to make them employable.	1	2	3	4	5	6
32. Mexican Americans see other Americans with material possessions they can never expect to have.	1	2	3	4	5	6
33. Mexican Americans lack the educational background they need to qualify for better employment.	1	2	3	4	5	6
34. Mexican Americans settle for menial jobs because they lack high aspiration and self-esteem.	1	2	3	4	5	6
35. Mexican American parents have a high level of aspiration for their own personal education.	1	2	3	4	5	6
36. Mexican American parents have a high level of aspiration for their children's education.	1	2	3	4	5	6
37. Mexican American parents encourage their <u>sons</u> to go to college.	1	2	3	4	5	6
38. Mexican American families are too large for their meager family income.	1	2	3	4	5	6

39. There is an absence of educational tradition in Mexican families coming from rural Mexico.	1	2	3	4	5	6
40. Mexican American parents take their children to the public library.	1	2	3	4	5	6
41. Mexican American parents come to school to find out about their children's progress.	1	2	3	4	5	6
42. Mexican American parents lack sufficient educational background to help their children with school work.	1	2	3	4	5	6
43. East Los Angeles school personnel have the skills they need to deal adequately with the Mexican American child.	1	2	3	4	5	6
44. The curriculum for the Mexican American child is relevant to his personal life and background.	1	2	3	4	5	6
45. Mexican Americans could get better employment if it weren't for stereotypes that employers have about Latins, i.e., lazy, do just enough to subsist, etc.	1	2	3	4	5	6
46. Mexican American parents provide an adequate study environment at home.	1	2	3	4	5	6
47. Mexican Americans who have been rural-oriented don't know how to compete in the "dog eat dog" U.S. economic system.	1	2	3	4	5	6
48. East Los Angeles teachers think that Mexican American children are good learners.	1	2	3	4	5	6
49. Mexican Americans cannot make themselves heard by the powers that be.	1	2	3	4	5	6
50. Mexican American children do not understand nor speak English well.	1	2	3	4	5	6

51. Mexican American teenagers drop out of school.	1	2	3	4	5	6
52. Mexican American children aren't with it when it comes to minding teacher, learning the times tables, and going to college.	1	2	3	4	5	6
53. Mexican Americans don't get out of the barrio to the beaches and mountains because they can't afford it.	1	2	3	4	5	6
54. Mexican American families are underhoused.	1	2	3	4	5	6
55. Mexican American parents see little value in education.	1	2	3	4	5	6
56. Mexican American parents are careless about their children's attendance and/or promptness in arriving at school.	1	2	3	4	5	6
57. Mexican American children do not have the skills prerequisite to successful learning when they enter kindergarten and first grade.	1	2	3	4	5	6
58. Mexican American children lose interest in school because there isn't enough there for them to identify with.	1	2	3	4	5	6
59. Mexican American children live in a broken home.	1	2	3	4	5	6
60. The schools demand less of the Mexican American child than he is actually capable of producing.	1	2	3	4	5	6
61. Hospitals are easily accessible to residents of East Los Angeles.	1	2	3	4	5	6
62. The schools fail to inspire and encourage the Mexican American child to shoot for goals equal to his abilities.	1	2	3	4	5	6
63. Counseling for Mexican American at the high school level is inadequate.	1	2	3	4	5	6
64. Mexican American parents exercise strong supervision over their children.	1	2	3	4	5	6